

# Title II, Part A Improving Teacher Quality

*June 3, 2009*

***The meeting will begin shortly.***



# Title II, Part A

## Improving Teacher Quality

*June 3, 2009*



**Pat Johnson**

***patjohnson@mt.gov and 444-2736***



# Title II Part A - Improving Teacher Quality

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## Agenda

- Overview of requirements of Title II, Part A
  - I will go very quickly through PowerPoint slides
  - They are posted on the Title IIA page
  - You can read details later at your leisure
- Work through an application in E-Grants
- Questions

**Although there are passing references to Title IA,  
this presentation doesn't go into detail about that program.**



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## Definitions

- **Core Academic Subjects:**

- Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. [ESEA Title IX, Part A, Section 9101 Definitions, (11)].
  - Please note that "social studies" is not a core subject; in the area of social studies, only the topics underlined above are core areas.

- **Teacher:**

- For Title IIA purposes, a teacher is a person who provides instruction in the **core** academic subjects to K-12 students and maintains **daily** student attendance records. [National Center for Education Statistics (NCES) definition]
  - Note that counselors and librarians are not defined as teachers.



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## Purpose of Title II, Part A

To *increase student academic achievement* by  
improving teacher quality



# **Title II Part A - Improving Teacher Quality**

## **Districts Must Conduct A Local Needs Assessment**

- Used for planning professional development and hiring
- Involve teachers, including Title I teachers, in planning



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## **All Title II, Part A Activities**

- Are based upon a local needs assessment
- Are designed collaboratively by a local committee
- Are tied to challenging standards
- Are based upon scientific research
- Are targeted to low-performing students, teachers, and schools
- Improve student achievement
- Meet the needs of teachers and principals



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## Four Title IIA Activities

1. Professional development for core content teachers
2. Hiring highly qualified teachers to reduce class size
3. Retaining highly qualified teachers
4. Recruiting highly qualified teachers

*Activities 3 and 4 are union issues.  
Check your negotiated agreement before selecting either.*





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### **Activity 1: High Quality Professional Development to core content teachers in:**

- Knowledge of core subjects taught
- Improving teaching practices
- Addressing the needs of students with different learning styles
- Improving student classroom behavior
- Understanding and using data and assessments to improve classroom practice
- Training core teachers in how to involve parents in the student's education



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### **Activity 1: High Quality Professional Development**

- Meets district needs and goals
- Is ongoing and job-embedded
- Is not short-term workshops or conferences
- Changes teaching practice
- Raises student achievement

*See the link to high quality professional development  
under Title IIA Activity 1 in E-Grants*



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### Activity 2: Hiring highly qualified teachers to reduce class size

- Needs assessment must show the need to reduce class size
- Only highly qualified teachers can be hired
  - *Title IIA may not be used to hire an aide.*



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### Activity 3: Retaining highly qualified teachers

- Mentoring programs are often used.
  - 2009 Teacher Mentor Training Institute - July 28-31, Helena
  - See May 19, 2009 Official Email for details
- Can pay a bonus only to teachers with a demonstrable record of raising the achievement of low-achieving and low-income students.
- No salaries can be paid with Title IIA to retain a teacher, nor can raises be given to all or selected staff.
- Check the union contract before providing a retention bonus.



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### Activity 4: Recruiting highly qualified teachers

- One-time signing bonuses or moving expenses to teach in
  - Schools with a shortage of highly qualified teachers
  - Academic subjects with shortage of highly qualified teachers
- No salaries can be paid with Title IIA to recruit a teacher, nor can a salary be raised with Title IIA funds.
- Check the union contract before providing a recruitment bonus.



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### Why Serve Private Schools?

- Federal programs are supported with **tax dollars**.
- All children and teachers are eligible to access these programs.
- NCLB **requires** equitable services be provided to private school teachers.
- Districts must invite any private schools located within the district boundaries to participate in Title II, Part A



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### How are private schools served?

- No public funds are distributed to private schools, only services.
- Private schools submit an *Intent to Participate* form each spring.
- Public schools consult with private school officials prior to submitting the federal grant application.



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### What are the consultation requirements?

- Must happen prior to district decisions being made.
- Must take place throughout the year to ensure the needs of the private school teachers are being met.
- Must be documented by the district.
- Consultation is an ongoing process that can occur as phone calls, e-mails, or site visits.





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### **What does consultation cover?**

- The amount of funds available to serve the private school teachers
- How the needs of private school teachers will be identified
- What professional development services will be offered
- How and where the services will be provided



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### What are the characteristics of services provided private schools?

- Must begin at the same time that services begin in the public school
- Must be secular, neutral and non-ideological
- Must be provided independently of the private school or any religious organization
  - *Private school staff may not be hired to provide training*



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### What IIA services are available to private school teachers?

- Professional development for core teachers is the only Title IIA service available to private schools.
- The professional development provided must be used to measurably raise student achievement.



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### How can private school professional development be provided?

- Participation in scheduled professional development at the school district
- Professional development services provided at the private school staff
  - *Private school staff may not be hired to provide training*
- Registration for a workshop

**See link to high quality professional development  
in E-Grants under Activity 1 of Title II, Part A.**

*Governed by ESEA Title IX, Uniform Provisions*



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### How does the district determine the amount of funds required for equitable services?

- Private schools are eligible for at least as many professional development services as they were eligible for in state FY2002 under the Eisenhower and Class Size Reduction programs. This is the “hold-harmless” amount.
- The private school share is the greater of the “hold-harmless” and the equitable share of professional development.

*The equitable share is calculated on the Title IIA Budget Pages of the ESEA/NCLB Consolidated application in E-Grants.*



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### **What if the public district doesn't want to provide professional development with IIA funds?**

- Private school core teachers must be provided professional development before the public district can REAP-Flex, transfer, or use funds for class size reduction or another Title II, Part A activity.



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**Does the professional development program for private school teachers have to be the same as the professional development program for public school teachers?**

- No. Consultation and coordination are essential to ensuring high quality, sustained, intensive, and classroom-focused professional development activities.
- If the professional development needs of the private school teachers are different from those of the public school teachers, the district should develop a separate program with the private school representative.



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## **Process for Selecting Title IIA Activities**

- Evaluate district and school data.
- Identify greatest need in student achievement and/or teacher content and/or practices.
- Determine focused objectives to address needs.
- Look for inequities in gender/income levels/ethnic groups.





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### In summary:

- Have a committee evaluate district and school data.
- Determine strengths and areas to improve.
- Consider the five-year school and district plans.
- Coordinate with other program plans to raise student achievement.
- Supplement, don't supplant.



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### **Non-Supplanting Rule:**

- Expenditures must supplement, not supplant non-federal education funds.



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### Filling out the application:

- Before completing any Program Pages go to the E-Grants web page at:

***[opi.mt.gov/E-Grants/Index.html](http://opi.mt.gov/E-Grants/Index.html)***

- Read the instructions noted on the next slide



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### Select in this order

- Training & Instructions
- Training & Instructions
- Instructions
  - BasicStep\_CompletingESEA\_App.pdf
  - E-Grants User Guide.pdf
  - E-GrantsQuickTips.pdf



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### **Before creating an application, complete the Planning Tool:**

- The Planning Tool is a separate menu item, but is linked to the individual applications (ESEA/NCLB, IDEA, Perkins).
- The Planning Tool must be completed by someone with data entry rights for the planning tool.



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**Complete these ESEA/NCLB Consolidated  
pages before completing program pages:**

- Funding tab
- Contacts tab
- Private/Nonpublic School Participation tab
- Assurances tab

**The next slides expand on this list.**



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**Complete these ESEA/NCLB Consolidated pages  
before completing program pages: (*Continued*)**

- **Funding tab**
  - Allocations page
  - Topic Funding page
- **Contacts tab**
  - Automatic notifications about this application are sent only to the Authorized Representative
  - Add additional staff to contacts list to receive



# Title II Part A - Improving Teacher Quality

## Contacts Tab

Overview	Contact Information	Funding	Private/NonPublic School Participation	Grant Summary	Assurances, Common and Program	Submit	Application History	Amendment Description	Page Lock Control
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**Contact Information** [Instructions](#)

\* Denotes required field

**Authorized Representative:** \_\_\_\_\_

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**Application Approval / Disapproval Copy Email Addresses**

☒ Automatic e-mail notifications of this application's approval and/or return will be sent to the LEA Authorized Representative. If others want to receive these automatic e-mail notices, their e-mail addresses must be entered in the text boxes that follow (limit of five e-mail addresses). Note: If the district clerk or program contact has an e-mail address listed above, it must be re-entered in this section to receive the automatic e-mails.

patjohnson@mt.gov

minnie@disney.com

ImaSupt@anywhere.mt

[Add Additional Email Address](#)





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### **Contacts Tab** (notice at the bottom of the page)

- Automatic e-mail notifications of this application's approval and/or return will be sent to the LEA Authorized Representative. If others want to receive these automatic e-mail notices, their e-mail addresses must be entered in the text boxes that follow (limit of five e-mail addresses).

**Note:** If the district clerk or program contact has an e-mail address listed above, it must be re-entered in this section to receive the automatic e-mails.



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**Complete these ESEA/NCLB Consolidated pages  
before completing program pages: (*Continued*)**

### **Private/Nonpublic School Participation tab**

- If the number of participating private schools
  - is zero, this page may be completed before or after the program pages.
  - is **not** zero, this page must be completed **after** the program pages.



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**Complete these ESEA/NCLB Consolidated pages  
before completing program pages: (*Continued*)**

### **The Assurances tab**

- Must be completed by the ***Authorized Representative.***
- Must be completed before final submission to the OPI.
- Assurances are legally binding – read them!



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### Tips for Completing E-Grants

- Read the instructions on each page.
- Be sure that all required fields are entered before saving or leaving a page.  
*The page won't save if a required field is blank.*
- Save often.
- Watch the flag, circle or the “thermometer” to see if the page is saving and how far into the process it is.
- Look for red error messages at the top of the page to see if data saved.



# Title II Part A - Improving Teacher Quality

**Tip: Read and follow the instructions**

Applicant Name: Havre Elem

Legal Entity: 0427

Application Sections Title II A - Improving Teacher Quality

Application: 2009-2010 Original Application

[Printer-Friend](#)  
[Click to Return to Organization Sele](#)  
[Click to Return to Application Sele](#)  
[Click to Return to Menu List / Sign O](#)

The application has been submitted. No more updates will be saved for the application.

Overview/ General Information	Program Detail	Budget Pages	Page Lock Control
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## Activities

### Topic 2:Assuring Qualified Personnel

Goal 2.0 (NCLB Model):All students will be taught by qualified personnel.

Objective:All teachers in core academic subjects will be highly qualified as required b

Activities:Choose one or more from the 4 activities below.

☒ Activity 1 - Professional development (Budget under Purpose Category 22 -  
(Please review: [Criteria for High Quality Professional Development activity](#))

a. The district will provide professional development for core teachers, principals, and paraprofessionals in the following core areas:

☒ English, Reading and Language Arts

☐ Civics and Government

☐ Foreign Languages

☒ Mathematics

☐ History

☐ Arts

☐ Science

☐ Geography

☐ Economics

Please read the instructions that appear in this location in all grant programs.

[Instructions](#)



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**Tip: Complete all required fields before saving or leaving a page.**

Applicant Name: Livingston Elem  
Application: 2009-2010 Original Application

The page has not been saved due to the following errors:  
Errors:

- At least one of the four activities is required when the Allocation available to budget is greater than \$0.

**Error Message** says that at least one Title IIA activity must be checked.

Title II A - Improving Teacher Quality  
Printer-Friendly  
Click to Return to Application Select  
Click to Return to Menu List / Sign Out

Overview/ General Information	Program Detail	Budget Pages	Page_Lock Control
<b>Activities</b>			
<b>Topic 2:Assuring Qualified Personnel</b>			
<b>Goal 2.0 (NCLB Model):</b> All students will be taught by qualified personnel.			
<b>Objective:</b> All teachers in core academic subjects will be highly qualified as required by Section 1119 of Title I Part A of NCLB.			
<b>Activities:</b> Choose one or more from the 4 activities below.			
<input type="checkbox"/> <b>Activity 1 - Professional development</b> (Budget under Purpose Category 22 - Professional Development.)			
<input type="checkbox"/> <b>Activity 2 - The district will hire highly qualified teachers to reduce class size in the following grade levels.</b> (Budget under Purpose Category 10CSR - Instruction - Class Size Reduction.)			
<input type="checkbox"/> <b>Activity 3 - The district will perform the following in order to retain highly qualified teachers:</b> (Budget under Purpose Category 10RET - Instruction - Retention of Highly Qualified Staff.)			
<input type="checkbox"/> <b>Activity 4 - The district will recruit highly qualified teachers by:</b> (Budget under Purpose Category 10REC - Instruction - Recruitment of Highly Qualified Staff.)			

Check at least one Title IIA activity, complete the required fields, and save.



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**Changing Title IIA pages after REAP-Flexing 100% from a saved IIA application. *(If you change your mind after completing and saving the IIA section of the application).***

- Reallocate the funds on the Funding/Allocation tab of the ESEA/NCLB Consolidated page.
- Remove all information from the IIA program page beginning at the bottom and working up.
- Remove funds from the IIA budget page.
- Before working in the title receiving the funds, to Funding/Topic Funding and save the page.
- Save the Private/Nonpublic Equitable Share page.



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**Go to the actual application**

*May take a minute for the change to occur*





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## *Federal Resources*

- Title II, Part A, Improving Teacher Quality Guidance  
<http://www.ed.gov/programs/teacherqual/guidance.pdf>
- Ensuring Equitable Services to Private School Children  
A Title I Resource Tool Kit  
<http://www.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf>
- Title IX, Part E, Uniform Provisions – Equitable Services to Eligible Private School Students, Teachers, and Other Educational Personnel, Non-Regulatory Guidance  
<http://www.ed.gov/policy/elsec/guid/equitableserguidance.doc>
- Guidance on the Rural Education Achievement Program (REAP)  
<http://www.ed.gov/policy/elsec/guid/reap03guidance.doc>
- Federal Office of Non-Public Education  
<http://www.ed.gov/about/offices/list/oii/nonpublic/index.html>



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## *OPI Resources*

- OPI Title II, Part A

*<http://www.opi.mt.gov/TitleIIPartA/index.html>*

*(Check the Presentations and Videos menu item on the Title IIA page for a User's Manual about completing the IIA application).*

- OPI Services to Private/Nonpublic Students and Teachers

*<http://www.opi.mt.gov/NonPub/Index.html>*



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## Title IIA Contacts

- Patricia Johnson, Title II, Part A Specialist – Program Questions  
Telephone: (406) 444-2736  
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E-mail: patjohnson@state.mt.us
- Clare Bridge, Program Assistant – Program Questions  
Telephone (406) 444-0906  
Fax: (406) 444-3924  
E-mail: cbridge@state.mt.us
- Jurenne Fuchs, Accounting Specialist – Accounting Questions  
Telephone: (406) 444-2560  
Fax: (406) 444-1369  
E-mail: jfuchs@state.mt.us



# Title II, Part A

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# Questions?



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